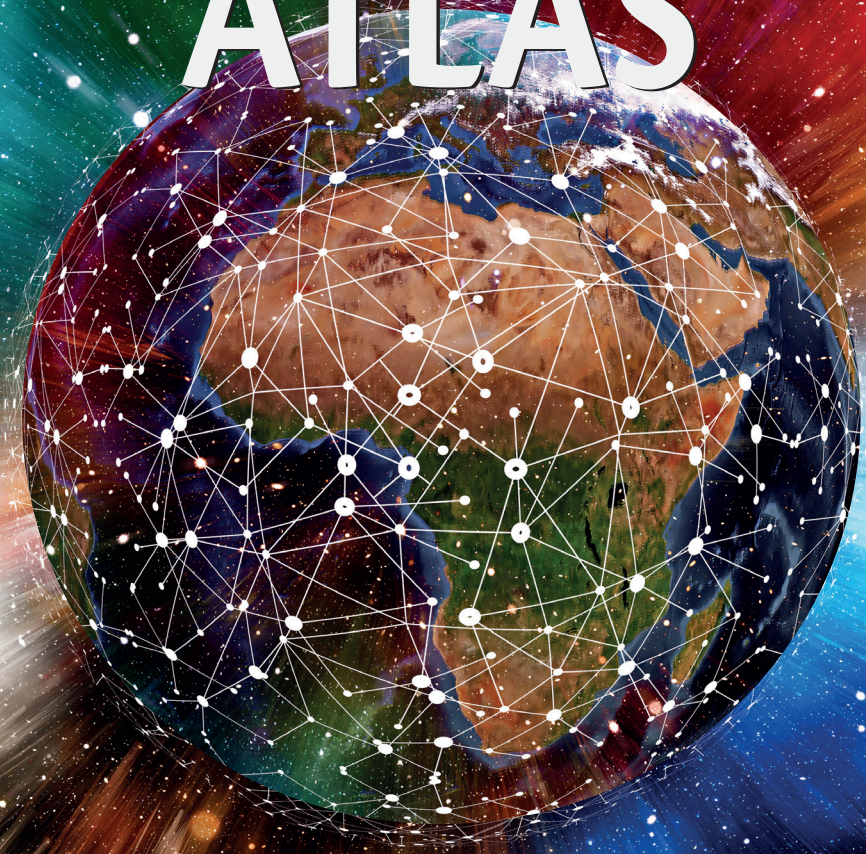
An Integrative Map of Vocational, Developmental, and Contemporary Career Theories

CAREER THEORIES ATLAS



Assoc. Prof. Dr. Osman Yılmaz

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An Integrative Map of Vocational, Developmental, and Contemporary Career Theories

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PREFACE

Career development has become one of the most complex and interdisciplinary topics within the social sciences. Across psychology, education, sociology, organizational studies, and labor economics, scholars have proposed numerous theories to explain how individuals choose occupations, develop skills, navigate transitions, construct identities, and respond to changing labor markets.

Despite this intellectual richness, students and practitioners frequently encounter career theory as a fragmented landscape. Classic vocational guidance approaches, developmental life-span models, social cognitive mechanisms, narrative and life-design perspectives, systems frameworks, and new career concepts often appear as separate traditions rather than as parts of a coherent conceptual map.

The purpose of *Career Theories Atlas* is to transform this fragmented landscape into a navigable intellectual territory. Instead of presenting theories as isolated chapters, the book organizes them within a cartographic framework that highlights their relationships, differences, and complementary strengths.

The atlas metaphor is deliberate. Just as geographical atlases help travelers understand terrain and choose routes, this volume helps researchers, counselors, educators, and organizational practitioners understand the theoretical terrain of career development and select appropriate conceptual tools for specific questions.

Three guiding principles shape the book:

- **Pluralism rather than theoretical dominance.** No single career theory explains the full complexity of modern working lives. Each theory offers a partial map that illuminates particular aspects of career behavior.

- **Comparability through shared coding.** The Atlas Coding Schema (Appendix A) provides a common language that allows theories to be compared across dimensions such as level of explanation, assumptions about change, dominant mechanisms, and practice domains.

- **Integration through theoretical cartography.** By positioning theories within a shared conceptual map, the atlas supports disciplined integration rather than unstructured eclecticism.

The book is organized into three parts.

Part I introduces foundational and contemporary career theories, including trait–factor approaches, RIASEC typology, developmental life-span models, social cognitive mechanisms, narrative and life-design frameworks, systems theories, and contemporary organizational career perspectives.

Part II develops the atlas itself. The Great Map of Career Theories synthesizes these traditions into a visual and conceptual cartography that enables comparison and integration.

Part III looks forward. The final chapter examines emerging challenges for career theory in the digital age, including technological disruption, platform work, global mobility, and the increasing importance of sustainable and equitable career development.

The intended audience for this book is broad. It includes students of career counseling and vocational psychology, researchers investigating work and identity, human resource professionals designing career development systems, and policymakers concerned with access to decent work.

Ultimately, the goal of this atlas is not to replace existing theories but to help readers navigate them. By transforming theoretical plurality into conceptual orientation, the atlas invites readers to approach career theory not as a collection of competing doctrines but as a toolkit for understanding and improving working lives.

Assoc. Prof. Dr., Osman Yılmaz

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CHAPTER 1

Career Theories and the Logic of an Atlas

CHAPTER 1

Introduction: Career Theories and the Logic of an Atlas

1.1 Chapter Overview and Learning Objectives

Careers are routinely discussed as if they were self-evident facts: people "choose" an occupation, "build" a trajectory, "advance," "switch," "plateau," "burn out," or "reinvent." Yet the same surface event—such as leaving a job—can mean fundamentally different things depending on the explanatory lens adopted: a mismatch between person and environment, a developmental transition, a shift in self-concept, a response to structural constraint, a narrative re-authoring of identity, or an emergent pattern in a complex system. The field of career studies has therefore accumulated a large and heterogeneous body of theories, models, frameworks, and perspectives. This plurality is not an intellectual failure; it is a response to the empirical reality that careers are multi-level, time-extended, and deeply shaped by context.

The purpose of this chapter is to introduce the conceptual and methodological logic behind Career Theories Atlas. The atlas approach does not attempt to reduce the field to a single dominant paradigm. Instead, it seeks to transform theoretical diversity into navigational competence: the capacity to select, compare, and responsibly combine theories based on the problem at hand. To do this, the chapter clarifies core definitions, outlines major paradigms, and explains the mapping system used throughout the book (Figures 1.1–1.3) as well as the standardized "atlas entry" structure documented in Appendix A.

After reading this chapter, readers should be able to:

- Distinguish among career, work, occupation, and vocation as analytic constructs.
- Explain why career theories remain indispensable for research, counseling, education, organizations, and policy.
- Identify major paradigm families in career theory and articulate differences in assumptions, mechanisms, and intervention logics.
- Understand the rationale and procedure for mapping theories using an explicit coding schema.
- Apply an atlas-based method for theory selection and integration in real cases.

change, and the ethical demands of context.

In this sense, the atlas is both a reference and a method: a way of seeing the career field as a coherent landscape, and a way of moving through that landscape with conceptual discipline and practical wisdom.

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CHAPTER 2

Parsons and the Trait-Factor Tradition: The Origins of Vocational Guidance and Person-Environment Fit

CHAPTER 2

Parsons and the Trait-Factor Tradition: The Origins of Vocational Guidance and Person-Environment Fit

2.1 Chapter Overview and Learning Objectives

Frank Parsons is often positioned as the symbolic founder of modern vocational guidance. That designation is not merely ceremonial. Parsons offered one of the earliest systematic answers to a problem that became central to modern societies: how can individuals make career choices that are informed, reasoned, and socially useful rather than accidental, imitative, or imposed? In Choosing a Vocation, Parsons (1909) framed vocational choice as a disciplined process grounded in self-understanding, knowledge of occupations, and rational comparison. Even though later scholars would transform, critique, and expand his ideas, the Parsons tradition remains the clearest early expression of the person–environment fit logic that would later shape large portions of career theory and career intervention.

The chapter examines Parsons not as a relic of the guidance movement, but as a foundational theorist whose work still matters for contemporary career practice. The chapter first situates Parsons in the social and historical conditions that made vocational guidance a pressing public concern. It then analyzes the conceptual core of the Parsons model, traces its development into the broader trait–factor tradition, and clarifies its core constructs, assumptions, and intervention logic. The chapter also reviews the tradition's downstream empirical influence, especially through person–environment fit research, and presents the major criticisms that have been directed at fit-based thinking. Finally, it considers how Parsons can be productively reinterpreted within a plural and contemporary career-theory landscape that also includes social cognitive, narrative, systems, and complexity approaches (Betz et al., 1989; Chartrand, 1991; Savickas, 2012).

After reading this chapter, readers should be able to:

- Explain Parsons' three-part model of vocational guidance and the fit-based mechanism implied by that model.
- Identify the historical conditions that made vocational guidance a major social and educational need in the early twentieth century.
- Distinguish among traits, factors, fit, and congruence as they function within the trait–factor tradition.
- Evaluate the main strengths and limitations of Parsons' approach for contemporary counseling, educational guidance, and organizational use.

with theories that address motivation, identity, barriers, and systems, the Parsons tradition still offers something rare and valuable: a clear and communicable method for turning career uncertainty into informed inquiry.

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CHAPTER 3

Holland's RIASEC Theory: Typology, Interest Structure, and Person-Environment Congruence

CHAPTER 3

Holland's RIASEC Theory: Typology, Interest Structure, and Person-Environment Congruence

3.1 Chapter Overview and Learning Objectives

John L. Holland's theory of vocational personalities and work environments is one of the most influential and widely used models in vocational psychology and career counseling. Its enduring impact comes from an unusually practical combination: (a) a small set of intuitive categories (the RIASEC types), (b) a coherent structural model (the hexagon/circumplex), and (c) an intervention logic that links assessment results to educational and occupational information through a person–environment fit mechanism. In short, Holland provided a language for describing interests and work contexts, a geometry for reasoning about similarity and difference, and a set of tools for translating that reasoning into decision support (Holland, 1959, 1997; Nauta, 2010).

The chapter treats Holland's work not merely as a classification system, but as a theory with testable propositions, measurable constructs, and a distinct counseling methodology. The chapter is organized in "atlas style": it first locates Holland historically and theoretically; then it explains the conceptual core and formal structure of the RIASEC model; next it reviews the major secondary constructs (e.g., congruence, differentiation, consistency, identity); and finally it interprets the theory's empirical status, limitations, and contemporary relevance for complex, non-linear career paths. Throughout, we highlight how Holland's theory functions as a bridging framework—connecting early trait–factor fit traditions (Chapter 2) with later social cognitive, constructivist, and systems approaches that appear in subsequent chapters (e.g., Lent et al., 1994; Savickas, 2012).

After reading this chapter, readers should be able to:

- Describe the assumptions and mechanism claim of Holland's theory of vocational personalities and work environments.
- Explain the RIASEC types and the logic of the hexagon/circumplex as a structural model of interests and environments.
- Define and interpret the major secondary constructs: congruence, differentiation, consistency, and vocational identity.
- Apply a systematic Holland-informed counseling workflow to case conceptualization, educational/occupational exploration, and decision making.
- Summarize the major patterns in the evidence base, including what is well

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CHAPTER 4

Super's Life-Span, Life-Space Theory: Self-Concept, Life Roles, and Developmental Career Guidance

CHAPTER 4

Super's Life-Span, Life-Space Theory: Self-Concept, Life Roles, and Developmental Career Guidance

4.1 Chapter Overview and Learning Objectives

Donald E. Super's life-span, life-space theory is a cornerstone of developmental career psychology. Whereas early vocational guidance models emphasized immediate matching between personal characteristics and occupational requirements (e.g., Parsons; Chapter 2), Super reframed career as a lifelong developmental process in which individuals construct and implement a self-concept through a sequence of life roles. In this view, "career" is not reducible to a single occupational choice. Rather, it is the evolving pattern of participation in education, work, family, leisure, and community across the life course (Super, 1980; Super et al., 1996).

Super's contribution is especially significant for an atlas project because it provides a comprehensive architecture for locating many later theories. It offers (a) a developmental "time axis" (life stages and tasks), (b) a "space axis" (life roles and role salience), and (c) a mechanism language that connects individual meaning-making (self-concept) to observable behavior (choices, transitions, and adjustments). In addition, Super's work generated a rich tradition of assessment tools and practice models that shaped school counseling, adult guidance, and organizational career development for decades (Super, 1957, 1980).

At the same time, contemporary careers increasingly unfold under conditions of uncertainty, nonlinear transitions, and structural constraints. These conditions make it essential to read Super both as a foundational developmental theory and as a framework that must be integrated with more explicit accounts of contextual supports/barriers (e.g., social cognitive career theory) and systemic influences (e.g., systems frameworks). This chapter therefore presents Super's model in its classical form while also articulating how its core constructs—especially career maturity and career adaptability—have been revised and extended to fit contemporary work lives (Savickas, 1997; Vondracek & Reitzle, 1998).

After reading this chapter, readers should be able to:

- Explain the life-span, life-space logic and the role of self-concept as the central developmental mechanism (Super, 1957, 1980).
- Describe Super's life stages and associated developmental tasks, including the concept of recycling or "mini-cycles" during transitions (Super, 1980; Super & Knasel, 1981).

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CHAPTER 5

Roe's Theory of Personality Development and Career Choice: Needs, Early Relationships, and Occupational Orientation

CHAPTER 5

Roe's Theory of Personality Development and Career Choice: Needs, Early Relationships, and Occupational Orientation

5.1 Chapter Overview and Learning Objectives

Anne Roe's theory of personality development and career choice occupies a distinctive location in the career-theory landscape. Written in the mid20th century, Roe's work brought motivational psychology and early relational experiences into vocational explanation, arguing that career choices cannot be fully understood as a one-time act of matching traits to job requirements. Instead, Roe proposed that occupational interests and choices reflect the individual's evolving need structure—shaped in part by early family climates—and expressed through an enduring orientation toward persons (people) or toward nonpersons (things and ideas) (Roe, 1956, 1957).

For an atlas project, Roe's theory is especially valuable because it serves as (a) an early developmental alternative to classic trait–factor logic, (b) a historical precursor to later "people–things" and prestige/level dimensions that reappear in modern vocational-interest research, and (c) a bridge between motivational theories of needs and contemporary person–environment correspondence perspectives (Tinsley, 1997). Yet it is also a theory that has been frequently criticized as under-supported empirically—particularly with respect to its parent–child hypotheses—leading to periodic calls for reappraisal rather than abandonment (Brown et al., 1997; Dawis, 1997; Lunneborg, 1997; Osipow, 1997).

The chapter provides a conceptually faithful, practice-relevant account of Roe's theory and situates it within the Career Theories Atlas coding and mapping system introduced in Chapter 1. We clarify Roe's central propositions, describe the occupational classification scheme that underpins her model, review the evidence base and the well-known 1997 debate about reinterpretation and testing, and translate Roe's ideas into contemporary counseling practices that are ethically cautious and context-sensitive.

After reading this chapter, readers should be able to:

- Summarize Roe's core claim linking need structures and occupational choices, and describe how this claim differs from person–environment fit theories focused on traits and interests alone (Roe, 1956).

- Describe Roe's occupational classification system (eight groups × six levels) and explain how the persons–nonpersons orientation functions as a developmental organizing dimension (Tinsley, 1997).

org/10.1177/0011000004266007 (Broader evidence base on family influences; useful for contextualizing Roe.)

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CHAPTER 6

Social Cognitive Career Theory: Self-Efficacy, Outcome Expectations, and Contextual Supports in Career Development

CHAPTER 6

Social Cognitive Career Theory: Self-Efficacy, Outcome Expectations, and Contextual Supports in Career Development

6.1 Chapter Overview and Learning Objectives

Social Cognitive Career Theory (SCCT) is one of the most influential contemporary frameworks for explaining how people develop career-related interests, make educational and vocational choices, persist in challenging pathways, and experience satisfaction and well-being in work and study. Introduced by Lent, Brown, and Hackett (1994), SCCT translated core principles of Bandura's social cognitive theory into a coherent set of models that are simultaneously explanatory (mechanism-focused), empirically testable (operationalizable), and intervention-relevant (actionable in counseling and education).

SCCT is particularly valuable for a career theories atlas because it bridges several recurring tensions in the field: agency and constraint, cognition and context, stability and change. Unlike earlier fit-based models that primarily emphasize preference alignment, SCCT specifies how beliefs about capability (self-efficacy), beliefs about consequences (outcome expectations), and self-regulatory intentions (goals) channel learning experiences into interest formation and choice behavior. At the same time, the theory explicitly models contextual supports and barriers—thereby making opportunity structures part of the explanatory system rather than a background footnote (Lent et al., 2000).

In atlas terms (Appendix A), SCCT belongs to a family of theories that are micro-level in mechanism but multi-level in architecture: its primary causal levers are cognitive-person variables, yet these levers are theorized as continuously shaped by environmental affordances, constraints, and feedback from performance outcomes. This dual emphasis makes SCCT a frequent "core mechanism theory" that can be nested within broader contextual frameworks (e.g., systems approaches) and complemented by meaning-centered approaches (e.g., narrative and life design).

Learning objectives. After reading this chapter, the reader should be able to: (a) explain the intellectual origins and central assumptions of SCCT; (b) distinguish among SCCT's segmental models of interest development, choice, and performance/persistence; (c) define the theory's core constructs and measurement principles (especially domain specificity); (d) summarize major evidence streams (including meta-analytic findings) supporting and qualifying SCCT; (e) design counseling and educational interventions that target SCCT mechanisms while maintaining an equity- and context-sensitive stance; and (f) locate SCCT within the Global Career Theory Map using the Atlas Coding Schema (Appendix A).

6.15 Recommended Readings

Readers seeking deeper coverage of SCCT's models and evidence base may consult the following sources:

- Bandura (1986, 1997) for the broader social cognitive foundation and the conceptualization of self-efficacy.
- Lent, Brown, and Hackett (1994) for the original SCCT monograph on interests, choice, and performance/persistence.
- Lent, Brown, and Hackett (2000) for the contextual supports and barriers analysis within SCCT's choice model.
- Lent and Brown (2006, 2008) for the satisfaction and well-being extensions of SCCT.
- Lent and Brown (2013) for the career self-management model (process focus across the life span).
- Lent and Brown (2019) and Sheu et al. (2010) for meta-analytic syntheses and the empirical status of SCCT.

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CHAPTER 7

Gottfredson's Theory of Circumscription and Compromise: Developmental Boundaries, Social Space, and Real-World Choice

CHAPTER 7

Gottfredson's Theory of Circumscription and Compromise: Developmental Boundaries, Social Space, and Real-World Choice

7.1 Chapter Overview and Learning Objectives

Linda S. Gottfredson's theory of circumscription and compromise is one of the most influential developmental explanations of how people come to want "some jobs and not others," and why those wants so often mirror the stratified and gendered structure of the occupational world. Originally published as a developmental theory of occupational aspirations (Gottfredson, 1981) and elaborated in later statements for counseling and education (Gottfredson, 2002, 2005), the theory proposes that career choice is not merely a matching of interests to jobs, but a developmental process in which individuals progressively eliminate (circumscribe) occupational alternatives that do not fit their evolving self-concept and the social meanings attached to work.

For an atlas of career theories, Gottfredson's model is foundational for three reasons. First, it offers a developmental mechanism for the early emergence of occupational "boundaries" (e.g., gender-typed and class-typed aspirations). Second, it links individual cognition (self-concept, perceived accessibility) with macro-level structures (occupational prestige hierarchies, gender segregation, educational gatekeeping). Third, it distinguishes between aspirations (what is desired) and the trade-offs made when constraints require compromise, providing a bridge between counseling for self-knowledge and counseling for opportunity navigation.

Learning objectives. After reading this chapter, the reader should be able to: (a) define circumscription, compromise, and the zones of acceptable and accessible alternatives; (b) explain the four developmental stages of circumscription and their counseling implications; (c) summarize major empirical findings and boundary conditions; (d) translate the model into developmentally appropriate school and counseling interventions; and (e) locate Gottfredson's theory on the Global Career Theory Map using the Atlas Coding Schema (Appendix A).

7.2 Historical and Intellectual Context

Gottfredson developed the theory at the intersection of vocational psychology, developmental psychology, and sociology. The theory was motivated by a persistent empirical pattern: even in childhood, occupational aspirations show systematic gender-typing and social-class gradients, and these patterns tend to reproduce the structure of the adult labor market rather than the idiosyncratic interests of any single child. Gottfredson's response was to treat occupational choice as a process

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CHAPTER 8

Career Construction Theory: From Vocational Personality to Life Themes and Adaptability

CHAPTER 8

Career Construction Theory: From Vocational Personality to Life Themes and Adaptability

8.1 Chapter Overview and Learning Objectives

Career Construction Theory (CCT) is a contemporary, integrative approach to vocational behavior and career intervention that frames career as something people actively build, revise, and narrate over time. Developed most prominently by Mark L. Savickas, CCT responds to the shift from relatively stable, organizationally bounded employment toward more fluid, discontinuous, and individualized work trajectories. In this context, career problems are rarely solved solely by matching traits to occupations; instead, they often require constructing meaning, strengthening adaptive resources, and authoring a coherent life story that can guide action under uncertainty (Savickas, 2005, 2012; Savickas et al., 2009).

In the Career Theories Atlas, CCT occupies a central location in the constructivist–constructionist paradigm cluster. It is also a "bridge theory" in the Atlas taxonomy: it carries forward the differential emphasis on vocational personality (echoing person–environment fit traditions), extends developmental notions through the construct of career adaptability, and positions life themes and narrative identity as the primary mechanism through which people connect work to self and context. Accordingly, CCT is best understood as a meta-theoretical framework for explanation and counseling, rather than a single-variable model of occupational choice.

8.1.1 Learning Objectives

After reading this chapter, the reader should be able to:

- Explain the historical conditions and epistemological assumptions that motivated Career Construction Theory.
- Define and differentiate the three core components of CCT: vocational personality, career adaptability, and life themes.
- Describe the Career Construction Model of Adaptation and its implications for career counseling and career education.
- Identify the main assessment and intervention tools associated with CCT, including the Career Construction Interview (CCI) and adaptability measures.
- Evaluate the empirical evidence base for CCT and articulate key critiques, boundary conditions, and ethical considerations.

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CHAPTER 9

Boundaryless Career: Mobility, Career Capital, and New Logics of Work

CHAPTER 9

Boundaryless Career: Mobility, Career Capital, and New Logics of Work

9.1 Chapter Overview and Learning Objectives

The boundaryless career perspective reframed career development for an era characterized by organizational restructuring, global labor markets, flexible employment relationships, and increasingly diverse work arrangements. In contrast to the classical organizational career—often portrayed as a relatively stable sequence of roles within a single employer—the boundaryless career highlights patterns of work and learning that are not primarily determined by the career system of one organization (Arthur, 1994; Arthur & Rousseau, 1996). This perspective does not deny the continued existence of organizational careers; rather, it argues that organizational boundaries have become more permeable for many workers and that extra-organizational resources (networks, credentials, reputation, marketability) have become central to career sustainability and success (DeFillippi & Arthur, 1994; Sullivan, 1999).

Within the Career Theories Atlas, the boundaryless career is positioned as a foundational "new career" model that connects classic matching logics to contemporary concerns about mobility, employability, and career self-management. It also provides a bridge to closely related frameworks, including the protean career (Chapter 10) and the intelligent career framework (Chapter 15) (Arthur et al., 1995; Briscoe et al., 2006).

Boundarylessness is not synonymous with job-hopping. The boundaryless career concept was developed as a multi-meaning construct describing different ways in which careers may transcend, rely less upon, or be less constrained by traditional organizational boundaries (Arthur & Rousseau, 1996; Sullivan & Arthur, 2006). Applied responsibly, the framework encourages counselors, educators, and organizations to distinguish between (a) voluntary and involuntary mobility, (b) physical and psychological boundary crossing, and (c) individual agency and structural constraint (Guan et al., 2019; Rodrigues & Guest, 2010).

Learning objectives. After reading this chapter, the reader should be able to: (a) define boundaryless careers and distinguish key meanings of "boundarylessness"; (b) explain core mechanisms linking boundaryless career behaviors and attitudes to outcomes; (c) describe measurement strategies and interpret common boundaryless career scales; (d) evaluate empirical evidence, including moderators and contextual contingencies; (e) apply the framework in counseling, education, and organizational settings with explicit equity and feasibility checks; and (f) position the theory on the

Box 9.2 Boundaryless Career Practice Checklist (Counseling / Coaching)

1. Boundary map: identify the salient boundaries (employer, role, occupation, geography, credentials, identity, work–life).
2. Mobility diagnosis: separate physical mobility history from psychological mobility (readiness, openness, perceived control).
3. Volition review: classify transitions as voluntary, mixed, or involuntary; document constraints and triggers.
4. Career-capital inventory (3Ks): knowing why (values/identity narrative), knowing how (transferable skills), knowing whom (networks/sponsors).
5. Employability signals: convert skills into evidence (portfolio, projects, credentials, references) and clarify target markets.
6. Network activation plan: build and maintain ethical information networks (mentors, communities of practice, alumni networks, industry events).
7. Risk buffer: assess financial, emotional, and logistical buffers; plan for transition costs and recovery time.
8. Experimentation: design small tests before major boundary crossings (informational interviews, short projects, job shadowing).
9. Success criteria: define both objective (income, stability, market validation) and subjective (meaning, fit, well-being) indicators.
10. Equity check: identify systemic barriers (discrimination, recognition of credentials, caregiving responsibilities); add advocacy and resource referrals.

9.12 Conclusion

Boundaryless career theory contributed a durable reframing: careers can unfold across and beyond organizational boundaries and are sustained by portable career capital and extra-organizational validation systems (Arthur & Rousseau, 1996; DeFillippi & Arthur, 1994).

For the Career Theories Atlas, the boundaryless career provides a conceptual hinge between traditional career development models and contemporary approaches emphasizing mobility, employability, and systems navigation. Its responsible use requires distinguishing voluntary from involuntary mobility and integrating explicit equity and feasibility checks.

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CHAPTER 10

Protean Career: Values-Driven, Self-Directed Career Management and Psychological Success

CHAPTER 10

Protean Career: Values-Driven, Self-Directed Career Management and Psychological Success

10.1 Chapter Overview and Learning Objectives

The protean career is a foundational "new career" perspective that reframes career development as a self-directed, values-driven process in which the individual—not the employing organization—serves as the primary agent of career management and meaning making (Hall, 1976, 2002, 2004). The term protean, drawn from the mythological figure Proteus, signals adaptive change: the capacity to reshape one's work identity, learning strategy, and career direction in response to shifting circumstances. In its modern formulation, protean career theory is less a description of a particular employment pattern (e.g., frequent job changes) and more a description of an internal orientation toward the career—how a person defines success, makes choices, and takes responsibility for development.

Within the Career Theories Atlas, the protean career framework complements the boundaryless career (Chapter 9) by emphasizing internal agency and value alignment rather than boundary crossing per se (Arthur & Rousseau, 1996). Boundaryless theory foregrounds the permeability of organizational and occupational boundaries and the role of portable career capital; protean theory foregrounds the person's internal compass—values, identity, and psychological success criteria—together with self-directed career management capabilities (Briscoe & Hall, 2006; Hall, 2004). The two perspectives overlap in practice, yet they are analytically distinct: a person can be protean without being highly mobile, and a person can be mobile without being values-driven or self-directed.

The chapter presents protean career theory as both (a) a conceptual lens for understanding contemporary career agency and (b) a practical framework for designing counseling, education, and organizational interventions that strengthen career self-management and sustainable employability. A central theme is the necessity of contextual realism: the degree to which individuals can enact a protean orientation depends on resources, opportunity structures, and institutional constraints. Accordingly, this chapter treats the protean career as an agency-focused model that must be interpreted alongside equity and feasibility considerations.

Learning objectives. After reading this chapter, the reader should be able to: (a) define the protean career and distinguish it from related "new career" perspectives; (b) explain the theory's core constructs, including values-driven orientation, self-directed career management, and psychological success; (c) describe key mechanisms linking protean orientations to behaviors and outcomes, including

10.12 Recommended Readings

Readers seeking deeper engagement may consult the following foundational and applied sources: Hall (2004) for the conceptual history and definition of the protean career; Hall and Moss (1998) for the protean career contract in organizational context; Briscoe, Hall, and DeMuth (2006) for operationalization and measurement; Briscoe and Hall (2006) for combinations of boundaryless and protean orientations; and De Vos and Soens (2008) for an empirical process model linking protean attitudes, self-management, and career success.

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CHAPTER 11

Chaos Theory of Careers: Nonlinearity, Emergence, and Counseling for Uncertainty

CHAPTER 11

Chaos Theory of Careers: Nonlinearity, Emergence, and Counseling for Uncertainty

11.1 Chapter Overview and Learning Objectives

The Chaos Theory of Careers (CTC) emerged as an explicit response to a set of conditions that have become increasingly familiar to students, workers, and career practitioners: rapid change, uncertain labor markets, repeated transitions, and the disproportionate impact of events that were not planned, predicted, or even imaginable at the time decisions were made. In contrast to traditional approaches that implicitly assume relatively stable person–environment relations and relatively predictable trajectories, the CTC conceptualizes careers as processes unfolding in complex, open systems where order and unpredictability coexist (Pryor & Bright, 2003; Pryor & Bright, 2011).

The theory is not a rejection of planning. Rather, it is a reformulation of planning under uncertainty. In CTC, the counseling aim shifts from "choosing correctly" through prediction to "acting adaptively" through preparedness: learning to recognize emerging opportunities, to revise commitments when contexts change, and to maintain meaning and agency when outcomes cannot be fully controlled (Bright & Pryor, 2005; Pryor et al., 2008). This shift is consequential because it reframes common counseling problems—indecision, anxiety, fear of change, and perceived loss of control—not as failures of rationality but as reasonable reactions to nonlinear systems.

Within the Career Theories Atlas, CTC functions as a flagship of the complexity/chaos paradigm. It offers (a) a conceptual vocabulary for nonlinearity (e.g., attractors, emergence, phase shifts), (b) a practice stance for working with chance and uncertainty, and (c) integrative potential: it provides a system-level language that can incorporate insights from fit-based, developmental, social cognitive, narrative, and systems frameworks rather than competing with them (Pryor & Bright, 2014; Pryor & Bright, 2022). This chapter explains the theory's conceptual core, operational language, evidence profile, and counseling implications, and it positions CTC within the atlas coding and mapping system introduced in Chapter 1.

After reading this chapter, readers should be able to:

- Explain the rationale for applying chaos and complexity concepts to career development and career counseling (CTC).
- Define the central constructs of CTC (complexity, change, chance, nonlinearity,

mechanisms, narrative meaning-making, and systems mapping into a coherent practice stance. In later chapters, we will return to CTC when comparing theories by their assumptions about change, agency, and the role of context—and when constructing the atlas-wide "Global Career Theory Map."

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CHAPTER 12

Systems Theory Framework: A Metatheoretical Cartography for Career Development and Career Counseling

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Systems Theory Framework: A Metatheoretical Cartography for Career Development and Career Counseling

The Systems Theory Framework (STF) of career development (McMahon & Patton, 1995; Patton & McMahon, 2006) is not a single-variable model designed to predict one outcome from one set of inputs. Rather, it is an integrative, systems-based framework intended to hold together the many influences on career development—personal, relational, institutional, cultural, economic, and historical—and to translate that integrative view into usable counseling practices. In the atlas logic, STF functions as a cartographic theory: it supplies a map of interconnected influences and processes that can organize other theories, guide assessment choices, and support contextually responsive intervention planning.

The chapter presents STF as a core "navigation layer" within the Career Theories Atlas. We review the framework's intellectual origins, explain its architecture (systems of influence and process influences), clarify its distinctive contributions to theory convergence and practice translation, and provide applied tools—atlas boxes, a figure, and workflow checklists—to support research-informed counseling and program design.

12.1 Chapter Overview and Learning Objectives

The contemporary career landscape amplifies the relevance of systems thinking. Career development occurs in open systems characterized by rapid technological change, shifting labor-market structures, institutional gatekeeping, policy reforms, migration, and evolving cultural narratives about work. Under such conditions, it is rarely sufficient to ask, "What occupation fits this person?" without also asking, "What systems shape what is possible, likely, and sustainable for this person—and how do these systems interact over time?" STF was developed to address precisely this kind of complexity while maintaining a strong commitment to practice utility (Patton & McMahon, 2006).

STF is best understood as a metatheoretical framework—a way of organizing and connecting concepts across the career literature—rather than as a narrow theory competing with other models. When used well, it helps practitioners and researchers avoid two common errors: (a) reductionism (over-attributing career outcomes to personal attributes while ignoring context) and (b) contextual determinism (over-attributing outcomes to social forces while ignoring agency, learning, and meaning-making). STF invites a third position: careers are co-constructed through the ongoing interaction of multiple systems of influence, shaped by feedback loops, change over time, and chance events (McMahon, 2002; Patton & McMahon, 2006).

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CHAPTER 13

Kaleidoscope Career Model: Authenticity, Balance, and Challenge in Contemporary Career Enactment

CHAPTER 13

Kaleidoscope Career Model: Authenticity, Balance, and Challenge in Contemporary Career Enactment

13.1 Chapter Overview and Learning Objectives

The Kaleidoscope Career Model (KCM) was introduced to explain why contemporary careers—particularly the careers of professionals navigating high performance expectations alongside family and life-role demands—often depart from linear, organization-centered trajectories. Using the metaphor of a kaleidoscope with three mirrors, the model proposes that individuals continually "rotate" their careers by reprioritizing three central parameters: authenticity, balance, and challenge. As the mirrors shift, the career pattern that emerges can change without requiring the individual to abandon ambition, competence, or professional identity. Rather than defining success solely as upward mobility, the KCM frames career decision-making as an ongoing process of realignment between self, work, and life context (Mainiero & Sullivan, 2005; Sullivan & Mainiero, 2008).

Within the logic of this atlas, the KCM is important for three reasons. First, it provides a theoretically explicit account of why career goals may change over time even when an individual's skills and organizational opportunities remain strong. Second, it offers a bridge between contemporary "new career" perspectives and developmental theories by describing patterned shifts in motives and priorities across the life span and across career transitions. Third, it foregrounds a practical design agenda: organizations and career practitioners can influence retention, engagement, and well-being by creating conditions that support authenticity, balance, and challenge rather than relying on a single, one-size-fits-all career ladder (Sullivan & Mainiero, 2008).

Although the model emerged from research concerned with women's career experiences, later empirical work and extensions argue that the core parameters apply to a broad range of individuals—across genders, generations, and occupational groups—particularly in contexts where dual-career households, caregiving responsibilities, and changing social expectations reshape what "career success" means (Mainiero & Gibson, 2018; Simmons et al., 2022). From an atlas perspective, the KCM is best treated as a motivational and self-regulatory model of career enactment that is sensitive to work–life interface pressures and to evolving identity needs.

Learning objectives. After reading this chapter, the reader should be able to: (a) define the Kaleidoscope Career Model and explain the metaphor that structures it; (b) describe the three parameters—authenticity, balance, and challenge—and how

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CHAPTER 14

Career Adaptability Theory: Resources for Managing Career Tasks, Transitions, and Work Traumas

CHAPTER 14

Career Adaptability Theory: Resources for Managing Career Tasks, Transitions, and Work Traumas

14.1 Chapter Overview and Learning Objectives

Career adaptability refers to the psychosocial resources that enable individuals to manage predictable career-development tasks, cope with occupational transitions, and respond to unexpected work-related disruptions. In contemporary career contexts—characterized by volatile labor markets, rapid technological change, organizational restructuring, and more frequent transitions—adaptability has become a central concept for both theory and intervention. Career Adaptability Theory, as articulated within the life-span tradition and later formalized in career construction perspectives, proposes that adaptive career behavior can be understood as a process in which readiness and dispositions (adaptivity) are translated into resources (adaptability), which then shape responses (adapting) and outcomes (adaptation results) in specific contexts (Savickas, 1997; Savickas & Porfeli, 2012).

This chapter is positioned in the atlas after Kaleidoscope Career Model and before Intelligent Career Framework because career adaptability provides a connective mechanism that many contemporary models implicitly rely on. Where boundaryless and protean perspectives emphasize the changing structure of careers and the shifting locus of responsibility, adaptability clarifies the psychological and behavioral resources that allow individuals to navigate such environments. The concept is also integrative: it links developmental tasks (traditionally associated with career maturity) to self-regulatory and coping processes relevant for adult career management, employability, and well-being (Super & Knasel, 1981; Savickas, 1997).

Under the Atlas Coding Schema (Appendix A), career adaptability is typically coded as a multi-level construct with a micro-level core but explicit sensitivity to contextual moderators. Its dynamics are more iterative than linear: adaptability resources are strengthened through experience, and adaptation results feed back into future readiness and identity formation. Accordingly, the chapter treats career adaptability not as a trait-like label, but as a set of resources that can be assessed, developed, and supported through counseling, education, and organizational practices.

After reading this chapter, readers should be able to:

- Explain the historical shift from career maturity to career adaptability and its implications for life-span career development.
- Describe the career construction model of adaptation (adaptivity →

Box 14.2. Adaptability-Focused Practice Checklist

Short intervention sequence (8 steps; adaptable for counseling, education, or coaching):

1) Define the adaptation challenge and time horizon.

2) Map supports, barriers, and opportunity structures (equity and safety first).

3) Assess the 4Cs at the pattern level and select one or two priority resources.

4) Choose matching micro-interventions (Concern/Control/Curiosity/Confidence).

5) Translate them into weekly adapting actions (behavioral commitments).

6) Add systems-navigation supports (access to training, financial aid, accommodations, advocacy).

7) Track client-defined adaptation results (employability, stability, meaning, well-being).

8) Consolidate learning through reflection and update identity/future plans.

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CHAPTER 15

Intelligent Career Framework: Career Capital Through Knowing Why, Knowing How, and Knowing Whom

CHAPTER 15

Intelligent Career Framework: Career Capital Through Knowing Why, Knowing How, and Knowing Whom

15.1 Chapter Overview and Learning Objectives

The Intelligent Career Framework offers a compact yet generative way to conceptualize careers in knowledge-based and boundary-crossing work environments. Rather than treating career development primarily as a one-time choice or a linear progression through organizational ladders, the framework frames careers as ongoing investments in three interdependent "ways of knowing": knowing why (identity and meaning), knowing how (skills and expertise), and knowing whom (networks and reputation). These three ways of knowing form a portfolio of career capital that individuals accumulate, maintain, and convert as they navigate changing roles, employers, and labor markets.

In the Career Theories Atlas, the Intelligent Career Framework appears after Career Adaptability Theory because both emphasize action-oriented resources for navigating transitions. However, while adaptability focuses on psychosocial resources for coping with tasks and disruptions, the intelligent career lens focuses on the content and portability of career capital—what individuals know about themselves, what they can do, and who they can mobilize. Under the Atlas Coding Schema (Appendix A), the framework is typically coded as a contemporary "new career" model with a competency/capital mechanism and a multi-level reach: it targets individual agency while explicitly incorporating relational and organizational context.

After reading this chapter, readers should be able to:

- Trace the historical origins of the Intelligent Career Framework in boundaryless career thinking and the rise of knowledge-based work.
- Define the three ways of knowing (why/how/whom) and explain how they represent different forms of career capital.
- Describe how career capital is accumulated and converted across the three ways of knowing, including feedback loops and boundary conditions.
- Use the framework to design assessment questions and counseling interventions that address identity, skill-building, and network development in an integrated way.
- Summarize major empirical evidence streams linking career competencies/capital to outcomes such as employability and career success.

15.12 Recommended Readings

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CHAPTER 16

The Great Map of Career Theories: Integrative Cartography for Research and Practice

CHAPTER 16

The Great Map of Career Theories: Integrative Cartography for Research and Practice

16.1 Chapter Overview and Learning Objectives

This chapter consolidates the volume's theory-by-theory journey into a single cartographic representation—the Great Map of Career Theories. Where Chapters 2–15 introduced major theories as self-contained entries, the present chapter treats theories as positions in a shared conceptual space. The aim is not to crown a "best" theory, but to provide a navigational synthesis that makes theoretical plurality usable: readers can locate, compare, and combine theories based on what they explain well, what they bracket, and what kinds of interventions they imply.

An atlas differs from a handbook. A handbook often proceeds by classification (e.g., historical schools) and by disciplinary boundaries (e.g., vocational psychology versus organizational behavior). An atlas proceeds by location and route planning. The Great Map therefore organizes theories using the Atlas Coding Schema (Appendix A) as a cartographic grammar. By translating diverse theories into a common set of coding dimensions—such as level of explanation, assumptions about change, dominant explanatory mechanism, and preferred practice domain—the map enables cross-referencing without flattening substantive differences.

The chapter also operationalizes an integrative principle that recurs throughout this book: career problems are multi-causal and multi-level. Accordingly, theoretical integration is framed not as eclecticism but as disciplined stacking—selecting complementary theories that cover distinct explanatory demands (mechanism, context, and meaning) while maintaining conceptual coherence.

By the end of this chapter, readers should be able to:

- Explain the rationale for an atlas-based "map" approach to career theory.
- Describe the Atlas Coding Schema dimensions that structure the Great Map (Appendix A).
- Interpret the two primary axes of the Global Career Theory Map and the logic of regional clustering.
- Identify the dominant question types each major region of the map is designed to answer.
- Recognize "bridge constructs" (e.g., adaptability, agency, career capital) that connect regions.

16.9 Chapter Summary and Preview

This chapter introduced the Great Map of Career Theories as an atlas-based synthesis that makes theoretical plurality navigable. Using the Atlas Coding Schema as a cartographic grammar, the map positioned major theories in a shared space defined by level of explanation and assumptions about career dynamics. By interpreting regions, bridge constructs, and integration templates, the chapter demonstrated how readers can select and combine theories for distinct problem families in counseling, organizational contexts, and research design.

Chapters 17 and 18 extend the cartographic work in two directions. Chapter 17 offers a systematic comparative analysis of theories across the atlas coding dimensions, highlighting convergences, tensions, and complementarity patterns. Chapter 18 looks forward, examining how emerging labor-market transformations and technological change may reshape the theory landscape and what new conceptual tools may be required.

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CHAPTER 17

Comparative Analysis of Career Theories: Convergences, Tensions, and Integration Strategiesi

CHAPTER 17

Comparative Analysis of Career Theories: Convergences, Tensions, and Integration Strategies

17.1 Chapter Overview and Learning Objectives

The preceding chapters introduced major career theories as distinct explanatory systems and practice architectures. Chapter 16 then synthesized these traditions into the Great Map, positioning theories by level of explanation and assumptions about career dynamics. The present chapter advances the atlas in a complementary direction: it offers a systematic comparative analysis that makes similarities, differences, and integration pathways explicit. Comparative analysis is not a matter of ranking theories. Rather, it is a method for clarifying what each theory is designed to explain, where it is likely to perform well, and what it tends to omit.

Career theory has matured into an ecology of partial maps. Some theories excel at explaining vocational interests and choice under stable conditions; others explain developmental tasks across the life span; still others illuminate motivation and barrier navigation; narrative approaches clarify meaning-making and identity reconstruction; systems and complexity traditions foreground contextual interdependence and nonlinearity; and contemporary organizational perspectives describe mobility, self-direction, and career capital in boundary-crossing labor markets. The comparative task is therefore practical: to help researchers and practitioners translate career problems into theoretical questions, and theoretical questions into coherent method and intervention choices.

This chapter uses the Atlas Coding Schema (Appendix A) as a common comparative language. It compares theories across (a) problem framing, (b) unit and level of explanation, (c) change ontology (linear versus nonlinear), (d) assumptions about agency and opportunity structures, (e) knowledge claims and preferred evidence (nomothetic, idiographic, mixed), and (f) intervention logic. The chapter then proposes disciplined integration strategies—sequencing, nesting, and theory stacking—designed to preserve conceptual distinctions while enabling real-world usefulness.

By the end of this chapter, readers should be able to:

- Explain why comparative analysis is necessary in a plural field and how it differs from theory "competition" or "ranking."

- Use the Atlas Coding Schema dimensions (Appendix A) to compare theories in a transparent, repeatable manner.

as a navigational resource rather than as a problem to eliminate. Comparative dimensions—level of explanation, career dynamics, agency and opportunity structures, epistemic stance, and intervention logic—clarify why theories differ and how they can be combined responsibly.

The chapter also proposed disciplined integration strategies (sequencing, nesting, and triangulation) and offered reusable theory stacks aligned with common career problem types. These tools support a central atlas commitment: theory choice is not neutral. It shapes what is noticed, what is measured, what is treated as changeable, and what is treated as background. Responsible theory use therefore requires both epistemic humility and ethical clarity.

Chapter 18 extends this comparative work by turning from the present landscape to the future: how career theories may evolve under changing labor markets, technological transformation, globalization, and intensified equity concerns, and how scholars and practitioners can develop integrative approaches that remain both scientifically credible and socially just.

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CHAPTER 18

The Future of Career Theories: Toward Integrative, Equity-Aware, and Digital-Age Career Science

CHAPTER 18

The Future of Career Theories: Toward Integrative, Equity-Aware, and Digital-Age Career Science

18.1 Chapter Overview and Learning Objectives

Career theories have always been shaped by the conditions of work they attempt to explain. In the early twentieth century, relatively stable occupations and expanding bureaucratic organizations supported guidance approaches grounded in classification and matching. Late twentieth-century theories responded to increasing mobility, changes in organizational employment relationships, and a growing emphasis on self-directed career management. In the twenty-first century, a further shift is underway: careers are increasingly shaped by rapid technological change, nonstandard and platform-mediated work, intensified global interdependence, population aging, climate transition pressures, and persistent (and in some contexts widening) inequality. These forces do not merely add new "topics" to career research; they challenge core assumptions about choice, stability, identity, and responsibility.

This chapter offers a forward-looking synthesis for the Career Theories Atlas. Rather than predicting a single "next dominant theory," the chapter argues for an integrative, plural, and evidence-guided future. The field's most pressing questions—how people construct meaningful working lives, secure decent work, sustain well-being, and navigate repeated transitions under uncertainty—are unlikely to be answered by any single paradigm. The future of career theory is therefore best understood as a set of design problems: how to build theories that are (a) mechanistically clear, (b) context- and equity-aware, (c) developmentally sensitive, (d) testable with modern methods, and (e) usable in counseling, education, organizations, and policy.

Learning objectives. After reading this chapter, readers should be able to (a) identify major drivers of change shaping the future of careers and career theory; (b) articulate key directions for theory development (integration, multi-level modeling, and equity-centered frameworks); (c) describe methodological innovations likely to influence vocational research; (d) translate future-oriented theory implications into counseling, educational, organizational, and policy practice; and (e) use the Atlas Coding Schema to position emerging theories and evaluate their contribution to the field's cumulative knowledge.

18.2 A Future-Oriented Problem Definition: What Exactly Must Career Theory Explain?

A central task for future career theories is to clarify the phenomenon to be

atlas. These boxes are intended to support both book readers and instructors who use the atlas as a teaching tool.

18.10 Conclusion: Toward a Cumulative and Ethical Career Science

The future of career theory is not best described as a search for a single grand unified theory. Instead, it is a movement toward cumulative and ethical career science: theories that accumulate evidence across contexts, specify mechanisms clearly, and remain accountable to the lived realities of inequality and uncertainty. The field's richest opportunity lies in integration—linking mechanisms (beliefs, skills, adaptation), meaning (identity narratives), and context (institutions, organizations, and power).

In this sense, the future of career theory is also the future of career support systems: how societies help people construct lives of decent, meaningful, and sustainable work under changing conditions. The Career Theories Atlas can function as an integrative infrastructure for this work—providing a shared vocabulary, transparent coding, and comparative maps that help scholars and practitioners see both the diversity and the coherence of the field's evolving theoretical landscape.

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APPENDIX A

Atlas Coding Schema and Atlas Entry Standard

This appendix brings together the full operational definitions of the Atlas Coding Schema used throughout the book and the minimum writing conventions for a standard atlas entry. The aim is to make the codes used across chapters immediately legible and to make cross-theory comparison transparent, reviewable, and replicable.

A.1 Coding Fields and Rating Logic

Table A1 summarizes the core fields used in every theory entry in the atlas. The first two fields determine position on the visual map; the remaining fields specify paradigm family, dominant mechanism, practice emphasis, and limits of use.

Table A1 Atlas coding fields, short codes, and operational definitions

Field	Short code	Value type	Operational definition / anchoring logic
Level of explanation	LEXP	Ordered 1–5	Indicates the theory's dominant explanatory focus. 1 = intra-individual / micro; 3 = multilevel; 5 = institutional, societal, or system-level.
Career dynamics	CDYN	Ordered 1–5	Indicates how the theory assumes change operates. 1 = linear and predictable; 3 = mixed / transition focused; 5 = nonlinear, emergent, or complex.
Paradigm family	PARAD-1	Categorical	The theory's dominant family: fit, developmental, social cognitive / motivational, compromise / social space, constructivist / narrative, systems / complexity, new career forms, or other.
Primary mechanism	MECH	Categorical	The theory's central explanatory engine: congruence, self-concept, self-efficacy, outcome expectations, circumscription / compromise, narrative identity, system interaction, etc.
Dominant practice domain	DOMAIN	Categorical	The practice domain in which the theory is most often used: counseling / intervention, education / transition planning, organizational / HR, policy / labor market, or multi-domain.
Evidence profile	EVID	Ordered + note	Summarizes the maturity of the theory's empirical support: foundational, developing, or strongly supported. Typical study types may be noted when needed.
Operationalization / measures	OPS	Descriptive	Specifies the dominant instruments, scales, interview protocols, or qualitative assessment devices associated with the theory.
Equity and context sensitivity	EQUITY	Ordered + note	Indicates how explicitly the theory addresses constraint, marginalization, access differentials, and contextual inequalities.
Boundary conditions	BOUND	Descriptive	Records the populations, contexts, assumptions, and known limits under which the theory may be weaker.

Note. LEXP and CDYN are the ordered fields that determine position on the atlas visual map; the remaining fields provide explanatory companion information for comparison, interpretation, and application. The codes are not used for scoring or hierarchical ranking.

A.2 Minimum Fields for a Standard Atlas Entry

Table A2 shows the minimum fields used to write each chapter in this book and the master index in Appendix B. In this way, readers can clearly see that different theories are being compared through the same template.

Table A2 Standard atlas entry writing template

Component	Content standard	Writing note / expected output
Theory name and short description	Provide the full theory name and a one-sentence synopsis.	What problem is the theory trying to solve? This should be explicit in the opening paragraph.
Foundational text	Identify the foundational or milestone primary source in APA 7 format.	Keep it consistent with the chapter references and the Master References section.
One-sentence mechanism claim	Summarize in one sentence the mechanism through which the theory explains change.	This is where congruence, self-concept, self-efficacy, narrative, systems interaction, etc. become explicit.
Positioning codes	Provide at minimum LEXP, CDYN, and PARAD-1.	Use abbreviated form in Appendix B and expanded form in chapter text when needed.
Evidence and measurement	Summarize the main measures, assessments, or qualitative tools together with the status of the evidence profile.	Keep scale, inventory, interview, case-study, or experimental-design information concise.
Equity and context note	State the theory's sensitivity to inequality, access, culture, and marginalization.	This is a required field, especially for counseling and policy implications.
Boundary conditions and neighboring theories	Identify where the theory is weaker and which neighboring theories support the most productive integrations.	This is where the atlas's logic of disciplined integration becomes visible.

Note. The atlas boxes in the chapters and the master index in Appendix B use the minimum fields in Table A2 in abbreviated or expanded form. The aim is not to force all theories into a single mold, but to increase comparability and transparency.

A.3 Interpretive Rule

Atlas codes are not a "truth score" or a rank ordering of theories. Coding is a disciplined interpretive process that makes a theory's dominant logic visible and, when needed, allows the rationale to be explained. For this reason, secondary codes may be noted when the same theory is discussed in different contexts across the book; however, the primary coding always rests on the dominant explanatory engine in the foundational text.

APPENDIX B

The Great Table of 50 Career Theories

This appendix provides a curated master index of 50 influential career theories, models, frameworks, and perspectives. The table is designed to function as a navigational instrument for the atlas: it supports rapid comparison across paradigm families, levels of explanation, and assumptions about career dynamics. The coding fields used in the table follow the Atlas Coding Schema (Appendix A).

B.1 Purpose, Inclusion Criteria, and Use

The purpose of Table B1 is to make theoretical plurality usable. The selection is intentionally broad: it includes classic vocational guidance and person–environment fit theories, developmental and decision-making models, social cognitive and learning approaches, constructivist and narrative paradigms, systems and complexity frameworks, and contemporary organizational career models. Inclusion was guided by (a) sustained influence in scholarship or practice, (b) conceptual distinctiveness, and (c) relevance for research, counseling, education, organizational/HR work, or policy.

The table is not exhaustive and should not be treated as a ranking. It is a working cartography: entries are positioned and coded to support comparison and integration, not to assign a validity score. Where theories bridge paradigms, the codes represent the dominant explanatory engine in anchor texts, and hybridity is noted in the limitations/boundary column.

Box B1. How to Read the Abbreviated Atlas Codes in Table B1 (cross-reference Appendix A)
PARAD-1 = primary paradigm family (e.g., FIT, DEV, SC, COMP, NARR, SYS, CX, NEW, EQU). LEXP = level of explanation (1 = strongly micro -> 5 = strongly macro). CDYN = assumption about career dynamics (1 = linear/predictable -> 5 = complex/emergent). Note. Owing to space constraints, Table B1 shows only three short codes; the full atlas coding schema and anchored rating rules are provided in Appendix A.

B.2 Table B1 and Reading Guidance

Table B1 is designed for fast scanning. Readers may begin by identifying a theory that fits their problem, then using the codes to locate conceptual neighbors and to identify where complementary frameworks are likely to be needed. For example, micro-level fit theories (low LEXP) are often strengthened by systems architectures (higher LEXP) when constraints dominate, while nonlinear contexts (higher CDYN) often benefit from narrative and complexity-informed approaches.

Box B2. A Practical Workflow for Selecting a Theory from Table B1

1. Define the focal problem (choice, persistence, transition, meaning, mobility, barriers, well-being).

2. Choose a candidate theory based on paradigm family (PARAD-1) and intended use context (DOMAIN).

3. Check LEXP to see whether the theory matches the problem level (micro/macro).

4. Check CDYN to match the expected change pattern (predictable/emergent).

5. Add a complementary theory when needed: a mechanism theory + a context architecture + a meaning framework.

6. Apply the equity check: when constraints are decisive, pair micro theories with equity- or systems-oriented frameworks.

Note. The atlas encourages theory combinations rather than loyalty to a single theory when problems are multilevel or nonlinear.

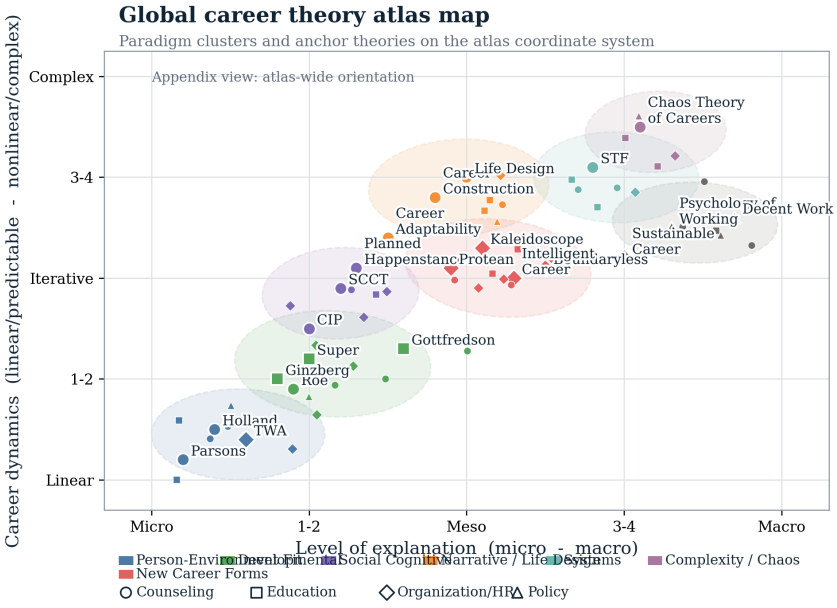

Figure A1 Global Career Theory Atlas Map

Note. The map visualizes the theoretical landscape of career development research. The horizontal axis represents level of explanation (individual → structural), while the vertical axis represents assumptions about career dynamics (predictable → nonlinear/emergent). Major paradigm clusters such as person–environment fit, developmental theories, social cognitive theories, narrative/life design approaches, systems perspectives, and new career models are positioned according to their dominant explanatory emphasis.

Table B1 *The Great Table of 50 Career Theories (Master Index)*

No.	Theory / Model	Key Author(s)	Anchor (Year)	Atlas Codes	Mechanism (1 sentence)	Typical Use Cases	Limitations / Boundary Conditions
1	Vocational Guidance / Trait–Factor (Parsons)	Frank Parsons	Parsons (1909)	FIT; LEXP2; CDYN1; MECH:CONG; INTLOG:ASSESS; DOMAIN:COUN/EDU	Choice quality improves when self-knowledge and occupational knowledge are systematically matched through explicit reasoning to achieve person–environment fit.	Initial career choice; educational guidance; structured exploration using assessment and occupational information.	May over-assume stable traits and legible occupations; requires equity and context checks under constraint.
2	Minnesota Trait–Factor Counseling (Williamson)	E. G. Williamson	Williamson (1939)	FIT; LEXP2; CDYN1; MECH:CONG; INTLOG:ASSESS; DOMAIN:COUN/EDU	Counseling improves adjustment when measurable individual differences are used to match clients to educational and occupational environments.	Assessment-based counseling; school guidance; early career placement and adjustment support.	Risks reductionism and labeling if tests are treated as destiny; limited attention to nonlinearity and structural barriers.
3	Theory of Work Adjustment (TWA)	René Dawis & Lloyd Lofquist	Dawis & Lofquist (1984)	FIT; LEXP3; CDYN2; MECH:CONG; INTLOG:ASSESS; DOMAIN:COUN/ORG	Work adjustment is sustained when person needs and abilities correspond to reinforcers and requirements of the work environment, producing satisfaction and satisfactoriness.	Work adjustment counseling; retention and turnover understanding; organizational fit and accommodation conversations.	Assumes environments can be characterized reliably; correspondence may be constrained by labor-market access and organizational power dynamics.
4	RIASEC Theory (Holland)	John L. Holland	Holland (1959/1997)	FIT; LEXP2; CDYN1; MECH:CONG; INTLOG:ASSESS; DOMAIN:COUN/EDU	Satisfaction and stability increase when a person's RIASEC interest pattern is congruent with the dominant RIASEC characteristics of the work environment.	Interest-based exploration; occupational information navigation; education-to-occupation decision support.	Congruence effects are context-dependent; can obscure inequality and nonstandard pathways if applied mechanically.

No.	Theory / Model	Key Author(s)	Anchor (Year)	Atlas Codes	Mechanism (1 sentence)	Typical Use Cases	Limitations / Boundary Conditions
5	Life-Span, Life-Space Theory	Donald E. Super	Super (1980)	DEV; LEXP3; CDYN2; MECH:SELFCON; INTLOG:DEVPLAN; DOMAIN:COUN/EDU	Career development reflects evolving self-concepts enacted through life roles across stages and transitions over the life span.	Career education; life-role planning; transition counseling; longitudinal career development framing.	Stage/task assumptions may require adaptation for discontinuous careers; less precise on micro-mechanisms of motivation and constraint.
6	Developmental Theory of Occupational Choice	Eli Ginzberg and colleagues	Ginzberg et al. (1951)	DEV; LEXP2; CDYN2; MECH:TASK; INTLOG:DEVPLAN; DOMAIN:EDU/COUN	Occupational choice unfolds developmentally as individuals move from fantasy to tentative and realistic phases shaped by interests, capacities, and values.	School-to-work guidance; developmental interpretation of exploration; early career planning.	Classical phase assumptions may not fit prolonged education, delayed transitions, or repeated career change in modern labor markets.
7	Roe's Theory of Career Choice	Anne Roe	Roe (1956)	DEV; LEXP2; CDYN2; MECH:SELFCON; INTLOG:DEVPLAN; DOMAIN:COUN	Early relational experiences and psychological needs influence later occupational preferences and levels of involvement with people versus things.	Depth-oriented counseling integration; meaning of work needs; reflective exploration of motives and relationships.	Psychodynamic assumptions can be hard to operationalize; limited direct intervention prescriptions without integration with other frameworks.
8	Developmental Decision Model	David Tiedeman & Robert O'Hara	Tiedeman & O'Hara (1963)	DEV; LEXP2; CDYN3; MECH:GOAL; INTLOG:COGMOT; DOMAIN:COUN/EDU	Career decisions develop through phases of anticipation and implementation as individuals structure choices, act, evaluate outcomes, and revise plans.	Decision-making counseling; career planning in transitions; reflective action cycles.	Less attention to structural constraint and social stratification; benefits from systems and equity lenses.

No.	Theory / Model	Key Author(s)	Anchor (Year)	Atlas Codes	Mechanism (1 sentence)	Typical Use Cases	Limitations / Boundary Conditions
9	Decision Theory / Positive Uncertainty	Harry Gelatt	Gelatt (1962/1989)	SC; LEXP2; CDYN3; MECH:GOAL; INTLOG:COGMOT; DOMAIN:COUN	Better career decisions emerge when individuals manage uncertainty through systematic information processing, value clarification, and flexible commitment.	Career decision coaching; uncertainty management; structured choice under ambiguity.	May over-emphasize cognitive control where constraints dominate; needs integration with systems navigation and opportunity structures.
10	Social Learning Theory of Career Decision Making	John D. Krumboltz	Krumboltz (1976)	SC; LEXP2; CDYN3; MECH:LEARN; INTLOG:EXPOS; DOMAIN:COUN/EDU	Preferences and choices are shaped by learning experiences (reinforcement, modeling, feedback) that generate generalized beliefs and behavioral repertoires.	Exploration assignments; exposure planning; belief change through new learning experiences.	Requires careful attention to access to learning opportunities; without equity focus may assume equal exposure availability.
11	Planned Happenstance Theory	Mitchell, Levin, & Krumboltz	Mitchell et al. (1999)	CX; LEXP2; CDYN4; MECH:CHANCE; INTLOG:EXPOS; DOMAIN:COUN	Career opportunities increase when individuals cultivate skills and behaviors that generate, recognize, and capitalize on unplanned events.	Experimentation and networking plans; action-oriented exploration; opportunity creation under uncertainty.	Can be misread as 'just be open' while ignoring constraints; needs system-aware feasibility and support planning.
12	Happenstance Learning Theory	John D. Krumboltz	Krumboltz (2009)	CX; LEXP2; CDYN4; MECH:CHANCE; INTLOG:EXPOS; DOMAIN:COUN	Career trajectories are strongly shaped by unpredictable learning experiences; adaptive action focuses on continuous exploration and reframing uncertainty.	Resilience under uncertainty; iterative experimentation; reframing chance as learning.	May under-specify structural barriers without integration; some clients need stability-focused interventions alongside exploration.
13	Cognitive Information Processing (CIP) Approach	Peterson, Sampson, Reardon, & Lenz	Peterson et al. (1996)	SC; LEXP2; CDYN2; MECH:GOAL; INTLOG:COGMOT; DOMAIN:COUN/EDU	Career problem solving improves when individuals build decision skills, manage dysfunctional thoughts, and use structured information-processing steps.	Career services; decision readiness screening; structured interventions and psychoeducation.	Strongly individual-level; needs explicit integration of barriers, context, and inequity in constrained environments.

No.	Theory / Model	Key Author(s)	Anchor (Year)	Atlas Codes	Mechanism (1 sentence)	Typical Use Cases	Limitations / Boundary Conditions
14	Social Cognitive Career Theory (SCCT)	Lent, Brown, & Hackett	Lent et al. (1994)	SC; LEXP3; CDYN2; MECH:SE-EXP; INTLOG:COGMOT; DOMAIN:COUN/EDU	Interests and choices develop through self-efficacy and outcome expectations that shape goals and persistence under contextual supports and barriers.	Mechanism-based counseling; confidence building; barrier coping plans; educational persistence support.	May require macro-level integration where structural constraints dominate; perceived barriers are not identical to objective barriers.
15	Social Cognitive Model of Career Self-Management	Lent & Brown	Lent & Brown (2013)	SC; LEXP3; CDYN3; MECH:GOAL; INTLOG:COGMOT; DOMAIN:COUN/ORG	Career self-management behaviors are driven by efficacy and outcome beliefs, goals, supports, and barriers, producing adaptive action over time.	Career coaching; employability and proactive behavior; organizational development and retention programs.	Implementation depends on opportunity structures; requires systems design and equity-aware resource mapping.
16	Circumscription and Compromise	Linda S. Gottfredson	Gottfredson (1981)	COMP; LEXP3; CDYN2; MECH:CIRC; INTLOG:COGMOT; DOMAIN:EDU/COUN	Aspirations narrow as individuals eliminate options inconsistent with gender roles and prestige, then compromise based on perceived accessibility.	Aspirations work with adolescents; stereotype awareness; feasibility and compromise planning.	Needs explicit intervention strategies to counter structural inequality; social valuation systems vary across cultures and time.
17	Career Self-Efficacy Approach	Hackett & Betz	Hackett & Betz (1981)	SC; LEXP2; CDYN2; MECH:SE-EXP; INTLOG:COGMOT; DOMAIN:COUN/EDU	Career options expand and persistence increases when individuals develop strong self-efficacy for career-related tasks and nontraditional pathways.	Women's career counseling; nontraditional choices; skills and confidence interventions.	Efficacy gains may not overcome objective barriers; must be paired with support and structural navigation.
18	Sociopsychological Model of Career Choice (Women's Careers)	Helen S. Astin	Astin (1984)	EQU; LEXP3; CDYN3; MECH:SYSINT; INTLOG:SYSNAV; DOMAIN:POL/EDU	Career choices reflect the interaction of motivation, expectations, gender-role socialization, and opportunity structure across life contexts.	Gender-sensitive guidance; policy and education design; analyzing opportunity constraints.	Originally framed for women's contexts; requires updating for intersectionality and contemporary labor-market forms.

No.	Theory / Model	Key Author(s)	Anchor (Year)	Atlas Codes	Mechanism (1 sentence)	Typical Use Cases	Limitations / Boundary Conditions
19	Career Commitment Theory	Gary A. Blau	Blau (1985)	NEW; LEXP2; CDYN2; MECH:VALUE; INTLOG:ORGDES; DOMAIN:ORG/RES	Commitment to a chosen career influences persistence, investment, and responses to organizational events and career setbacks.	Retention and identity research; career commitment assessment; organizational development.	May confound commitment with constrained alternatives; needs contextual interpretation of 'staying' versus 'being stuck.'
20	Career Motivation Theory	Manuel London	London (1983)	NEW; LEXP2; CDYN3; MECH:GOAL; INTLOG:ORGDES; DOMAIN:ORG	Career development is driven by motivation components (career identity, insight, resilience) interacting with organizational opportunities.	Organizational career programs; development planning; resilience-oriented interventions.	Assumes access to developmental opportunities; risks blaming individuals for motivation when opportunity systems are weak.
21	Career Anchors	Edgar H. Schein	Schein (1978/1990)	NEW; LEXP2; CDYN2; MECH:VALUE; INTLOG:ORGDES; DOMAIN:ORG/COUN	Long-term career decisions are guided by stable internal career values ('anchors') that shape trade-offs and definitions of success.	Mid-career coaching; values clarification; role-fit and career path decisions.	Anchors may shift after shocks or life changes; cultural differences can alter what counts as 'success' or 'security.'
22	Protean Career	Douglas T. Hall	Hall (2004)	NEW; LEXP2; CDYN3; MECH:VALUE; INTLOG:ORGDES; DOMAIN:ORG/COUN	Careers become self-directed and values-driven when individuals define success psychologically and adapt through continuous learning.	Career self-management; coaching; organizational employability initiatives.	May overgeneralize mobility and agency; needs equity lens where autonomy is limited by labor-market constraints.
23	Boundaryless Career	Arthur & Rousseau (eds.)	Arthur & Rousseau (1996)	NEW; LEXP3; CDYN3; MECH:CAP; INTLOG:ORGDES; DOMAIN:ORG	Careers increasingly unfold across organizational boundaries as individuals mobilize transferable career capital and networks.	Mobility research; career ecosystems; organizational talent strategies and boundary-spanning roles.	Assumes mobility is feasible; can mask inequality in access to networks and portable credentials.

No.	Theory / Model	Key Author(s)	Anchor (Year)	Atlas Codes	Mechanism (1 sentence)	Typical Use Cases	Limitations / Boundary Conditions
24	Intelligent Career Framework	Arthur, Claman, & DeFillippi	Arthur et al. (1995)	NEW; LEXP3; CDYN3; MECH:CAP; INTLOG:ORGDES; DOMAIN:ORG	Career success depends on accumulating 'knowing why, how, and whom' career capital that enables opportunity recognition and mobility.	Career capital audits; mentoring/ network strategies; employability and capability development.	Can privilege those with social capital advantages; requires equity-aware support design.
25	Kaleidoscope Career Model	Mainiero & Sullivan	Mainiero & Sullivan (2005)	NEW; LEXP3; CDYN3; MECH:VALUE; INTLOG:ORGDES; DOMAIN:ORG/COUN	Career decisions shift over time as individuals recalibrate authenticity, balance, and challenge in response to life and work demands.	Work–life career planning; diverse career pathways; leadership and talent development.	May under-specify structural barriers; requires integration with systems and equity analyses in constrained contexts.
26	Career Construction Theory	Mark L. Savickas	Savickas (2005)	NARR; LEXP2; CDYN4; MECH:NARRID; INTLOG:NARR; DOMAIN:COUN	Individuals construct careers by authoring life themes and adapting through narrative meaning-making that guides choices and actions.	Narrative career counseling; identity reconstruction; transition support under uncertainty.	Requires skilled facilitation; may need complementary frameworks for objective constraints and labor-market navigation.
27	Life Design Paradigm	Savickas and colleagues	Savickas et al. (2009)	NARR; LEXP3; CDYN4; MECH:NARRID; INTLOG:NARR; DOMAIN:COUN/EDU	Career intervention supports adaptive life designing by co-constructing narratives and enabling intentional action in changing contexts.	Counseling innovation; career education redesign; interventions for non-linear pathways.	May be criticized as under-predictive; needs explicit links to resources, access, and structural supports.
28	Career Adaptability Model	Savickas; Porfeli et al.	Savickas & Porfeli (2012)	DEV; LEXP2; CDYN3; MECH:ADAPT; INTLOG:DEVPLAN; DOMAIN:COUN/EDU	Adaptive career outcomes improve when individuals develop concern, control, curiosity, and confidence to manage transitions and tasks.	Transition counseling; employability programs; resilience and coping skill-building.	Adaptability is shaped by opportunity; over-emphasis can individualize structural problems without systems navigation.

No.	Theory / Model	Key Author(s)	Anchor (Year)	Atlas Codes	Mechanism (1 sentence)	Typical Use Cases	Limitations / Boundary Conditions
29	Narrative Career Counseling	Larry Cochran	Cochran (1997)	NARR; LEXP2; CDYN4; MECH:NARRID; INTLOG:NARR; DOMAIN:COUN	Career change becomes possible when clients re-story experiences into coherent narratives that support goal-directed action and meaning.	Counseling with identity confusion; values conflicts; life meaning and purpose exploration.	May neglect structural constraint unless explicitly addressed; depends on counselor narrative competence and cultural humility.
30	Contextual Action Theory	Young & Valach	Young & Valach (2004)	SYS; LEXP3; CDYN4; MECH:SYSINT; INTLOG:NARR; DOMAIN:COUN/RES	Career development arises from goal-directed actions embedded in social context, with projects jointly constructed and interpreted over time.	Family-involved counseling; project-based intervention planning; qualitative and mixed-method research.	Complex to operationalize; requires time and relational access to observe actions and projects.
31	Systems Theory Framework (STF)	Patton & McMahon	Patton & McMahon (2006)	SYS; LEXP4; CDYN4; MECH:SYSINT; INTLOG:SYSNAV; DOMAIN:MULTI	Career development reflects interacting systems across individual, social, environmental, and historical levels with recursive influences.	Context mapping; barrier/support analysis; integrative counseling and program design.	High integrative breadth can reduce specificity; requires careful translation into actionable steps and measures.
32	Chaos Theory of Careers	Pryor & Bright	Pryor & Bright (2003/2011)	CX; LEXP3; CDYN5; MECH:CHANCE; INTLOG:SYSNAV; DOMAIN:COUN	Careers behave like complex dynamical systems where nonlinearity, chance, and feedback loops produce emergent patterns rather than linear plans.	Counseling under uncertainty; normalizing unpredictability; exploratory action and pattern recognition.	Can become metaphorical without disciplined practice tools; some clients need structure and stability alongside complexity framing.
33	Psychology of Working Perspective	David L. Blustein	Blustein (2006)	EQU; LEXP4; CDYN3; MECH:SYSINT; INTLOG:ADVOC; DOMAIN:POL/COUN	Career development must be understood through access to decent work, survival needs, and structural constraints shaping volition and well-being.	Equity-oriented counseling; policy framing; interventions for marginalized workers and precarious employment.	Requires integration with mechanism theories for specific change targets; may be underused in traditional assessment-only settings.

No.	Theory / Model	Key Author(s)	Anchor (Year)	Atlas Codes	Mechanism (1 sentence)	Typical Use Cases	Limitations / Boundary Conditions
34	Psychology of Working Theory (PWT)	Duffy and colleagues	Duffy et al. (2016)	EQU; LEXP4; CDYN3; MECH:SYSINT; INTLOG:ADVOC; DOMAIN:POL/RES	Work fulfillment and well-being depend on decent work access shaped by economic constraints and marginalization, mediated by social support and agency.	Research on decent work; counseling with marginalized groups; program and policy evaluation.	Measurement and implementation can be demanding; must be localized across labor markets and cultures.
35	Work Volition Framework	Duffy and colleagues	Duffy et al. (2012)	EQU; LEXP3; CDYN3; MECH:VALUE; INTLOG:ADVOC; DOMAIN:COUN/RES	Perceived freedom to choose work is shaped by constraints and resources, influencing goals, satisfaction, and career decision quality.	Counseling under constraint; feasibility-sensitive planning; assessing perceived choice and constraint.	Volition is not identical to objective access; requires complementary systems mapping and material resource planning.
36	Career Decision-Making Difficulties Model	Gati, Krausz, & Osipow	Gati et al. (1996)	SC; LEXP2; CDYN2; MECH:GOAL; INTLOG:COGMOT; DOMAIN:COUN/EDU	Decision quality improves when individuals diagnose and address specific categories of decision difficulties (e.g., readiness, information, conflicts).	Assessment-guided counseling; readiness screening; targeted interventions for indecision.	Can individualize systemic constraints if used without context; categories may require cultural adaptation.
37	Transition Theory	Nancy K. Schlossberg	Schlossberg (1981)	DEV; LEXP3; CDYN3; MECH:ADAPT; INTLOG:DEVPLAN; DOMAIN:COUN/EDU	Adaptation to transitions depends on situation, self, supports, and strategies, guiding coping and role reconstruction over time.	Career transition counseling; adult development; coping and support planning.	Less specific about occupational mechanisms; benefits from integration with interest/fit and social cognitive action planning.
38	Work Role Transitions Theory	Nigel Nicholson	Nicholson (1984)	DEV; LEXP3; CDYN3; MECH:ADAPT; INTLOG:DEVPLAN; DOMAIN:ORG/RES	Adjustment in role transitions depends on role change demands and individual orientation, producing cycles of socialization and identity shift.	Organizational onboarding; role change support; transition design and coaching.	Primarily organizational; may not cover broader life constraints and inequity without additional frameworks.

No.	Theory / Model	Key Author(s)	Anchor (Year)	Atlas Codes	Mechanism (1 sentence)	Typical Use Cases	Limitations / Boundary Conditions
39	Working Identity / Identity Transition	Herminia Ibarra	Ibarra (2003)	NARR; LEXP3; CDYN4; MECH:NARRID; INTLOG:NARR; DOMAIN:COUN/ORG	Career change occurs through experimenting with 'possible selves,' testing provisional identities, and revising self-narratives through action.	Mid-career change; leadership transitions; experimentation and identity work coaching.	May assume access to experimentation opportunities; needs equity and resource analysis for constrained workers.
40	Mentoring Theory	Kathy E. Kram	Kram (1985)	SYS; LEXP3; CDYN2; MECH:SYSINT; INTLOG:ORGDES; DOMAIN:ORG	Career development accelerates through mentoring relationships that provide career functions (sponsorship) and psychosocial support (identity).	Mentoring program design; career sponsorship; leadership development and retention.	Mentoring access is unequal; risks reproducing homophily; requires equity-aware matching and sponsorship accountability.
41	Work–Family Conflict Theory	Greenhaus & Beutell	Greenhaus & Beutell (1985)	SYS; LEXP4; CDYN3; MECH:SYSINT; INTLOG:SYSNAV; DOMAIN:ORG/POL	Career outcomes and well-being are shaped by time-, strain-, and behavior-based conflicts between work and family role demands.	Work–life policy; counseling for role conflict; organizational flexibility and support interventions.	May focus on conflict rather than enrichment; cultural norms shape what counts as 'conflict' and 'family obligation.'
42	Work–Family Border Theory	Sue Campbell Clark	Clark (2000)	SYS; LEXP4; CDYN3; MECH:SYSINT; INTLOG:SYSNAV; DOMAIN:ORG/COUN	Role quality improves when individuals and organizations manage boundaries between work and family domains through negotiation and border control.	Boundary management coaching; flexible work design; role negotiation strategies.	Boundary control is unequal across jobs; may privilege workers with autonomy; requires structural assessment of job control.
43	Career Plateau Model	Ference, Stoner, & Warren	Ference et al. (1977)	NEW; LEXP3; CDYN2; MECH:VALUE; INTLOG:ORGDES; DOMAIN:ORG	Plateaus occur when advancement opportunities or perceived growth decline, shaping motivation, performance, and turnover intentions.	Talent management; career pathing; re-skilling and lateral development strategies.	Can pathologize stable careers; requires alignment with individual values and life roles, and fairness in opportunity structures.

No.	Theory / Model	Key Author(s)	Anchor (Year)	Atlas Codes	Mechanism (1 sentence)	Typical Use Cases	Limitations / Boundary Conditions
44	Job Embeddedness Model	Mitchell and colleagues	Mitchell et al. (2001)	SYS; LEXP4; CDYN2; MECH:SYSINT; INTLOG:ORGDES; DOMAIN:ORG	Turnover and staying are driven by links, fit, and sacrifice within work and community contexts rather than job satisfaction alone.	Retention strategies; community and fit interventions; counseling on staying vs leaving decisions.	May normalize staying under constraint; links can reflect necessity rather than choice; needs equity-sensitive interpretation.
45	Social Capital / Network Theory (Careers)	Mark Granovetter	Granovetter (1973)	SYS; LEXP4; CDYN3; MECH:SYSINT; INTLOG:SYSNAV; DOMAIN:ORG/POL	Career mobility and opportunity flow through network ties, especially weak ties that connect individuals to novel information and openings.	Networking interventions; labor-market access programs; mentoring and brokerage design.	Network benefits are unequally distributed; can reinforce exclusion without structural inclusion strategies.
46	Human Capital Theory (Career Investment)	Gary Becker	Becker (1964)	SYS; LEXP4; CDYN2; MECH:GOAL; INTLOG:DEVPLAN; DOMAIN:POL/ORG	Individuals and societies benefit when education and training investments increase productivity and earnings over the life course.	Policy design; education-to-work pathways; ROI framing for training and skill development.	Can reduce careers to economic returns; may ignore discrimination, credential inflation, and non-market values of work.
47	Employability Model (Dispositional Employability)	Fugate, Kinicki, & Ashforth	Fugate et al. (2004)	NEW; LEXP3; CDYN3; MECH:ADAPT; INTLOG:ORGDES; DOMAIN:ORG	Employability emerges from personal adaptability, career identity, and social/human capital that enable proactive career behaviors.	Employability programs; career self-management; organizational development and mobility strategies.	May individualize employability under precarious labor markets; requires structural opportunity design and protection.
48	Job Crafting Theory	Wrzesniewski & Dutton	Wrzesniewski & Dutton (2001)	NARR; LEXP3; CDYN3; MECH:VALUE; INTLOG:ORGDES; DOMAIN:ORG/COUN	Work becomes more meaningful and sustainable when individuals proactively reshape tasks, relationships, and cognitive boundaries of their jobs.	Coaching for meaning and engagement; redesign interventions; proactive role shaping in organizations.	Not feasible in low-autonomy jobs; risks burdening individuals with redesign responsibility without managerial support.

No.	Theory / Model	Key Author(s)	Anchor (Year)	Atlas Codes	Mechanism (1 sentence)	Typical Use Cases	Limitations / Boundary Conditions
49	Calling and Vocation Model	Dik & Duffy	Dik & Duffy (2009)	NARR; LEXP3; CDYN3; MECH:VALUE; INTLOG:NARR; DOMAIN:COUN/RES	Work becomes sustaining when individuals experience a calling that aligns purpose, identity, and prosocial contribution, shaping commitment and well-being.	Purpose-centered counseling; values and meaning exploration; vocational identity work.	Calling discourse can be exploited in low-quality work; requires ethics and decent-work checks, and attention to privilege and constraint.
50	Career Shocks Framework	Akkermans and colleagues	Akkermans et al. (2018)	SYS; LEXP4; CDYN4; MECH:CHANCE; INTLOG:SYSNAV; DOMAIN:RES/COUN	Career trajectories change when disruptive events ('shocks') alter constraints, identity, and opportunities, prompting adaptation and re-planning.	Counseling after layoffs or crises; resilience planning; organizational transition support.	Shocks interact with inequality; the same event can create opportunity for some and long-term harm for others without support systems.

Note. Codes are defined in Appendix A. The table is intended for navigation and comparison rather than evaluation or ranking.

B.3 References for Appendix B

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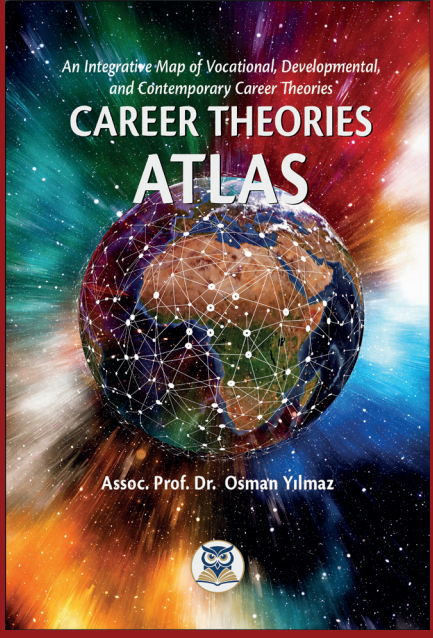
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CAREER THEORIES
ATLAS
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